

## **RICHMOND DRIVE ELEMENTARY**

1162 Richmond Drive  
Rock Hill, SC 29732

**GRADES** K-5 Elementary School

**ENROLLMENT** 530 Students

**PRINCIPAL** Patrick Maness 803-981-1930

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Mr. Bob Norwood 803-981-1000

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
14	62	11	1	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

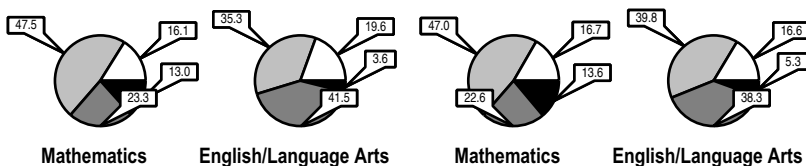
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	239	99.6	19.3	35.4	41.7	3.6	56.1	Yes	Yes
<b>Gender</b>									
Male	116	100.0	22.9	38.5	35.8	2.8	47.7		
Female	123	99.2	15.8	32.5	47.4	4.4	64.0		
<b>Racial/Ethnic Group</b>									
White	107	100.0	8.7	31.1	54.4	5.8	70.9	Yes	Yes
African-American	105	99.1	28.7	42.6	28.7	0.0	39.4	Yes	Yes
Asian/Pacific Islanders	10	100.0	10.0	20.0	50.0	20.0	90.0	I/S	I/S
Hispanic	16	100.0	40.0	33.3	26.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	216	99.5	16.3	35.1	44.6	4.0	59.9		
Disabled	23	100.0	47.6	38.1	14.3	0.0	19.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	239	99.6	19.3	35.4	41.7	3.6	56.1		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	54.5	27.3	18.2	0.0	27.3	I/S	I/S
Non-Limited English Proficient	227	99.6	17.5	35.8	42.9	3.8	57.5		
<b>Socio-Economic Status</b>									
Subsidized meals	130	99.2	30.0	43.3	25.8	0.8	38.3	Yes	Yes
Full-pay meals	109	100.0	6.8	26.2	60.2	6.8	76.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	238	100.0	16.1	47.5	23.3	13.0	52.5	Yes	Yes
<b>Gender</b>									
Male	115	100.0	19.4	45.4	21.3	13.9	50.9		
Female	123	100.0	13.0	49.6	25.2	12.2	53.9		
<b>Racial/Ethnic Group</b>									
White	106	100.0	6.9	36.3	31.4	25.5	72.5	Yes	Yes
African-American	105	100.0	25.3	63.2	11.6	0.0	32.6	Yes	Yes
Asian/Pacific Islander	10	100.0	0.0	30.0	40.0	30.0	70.0	I/S	I/S
Hispanic	16	100.0	26.7	40.0	33.3	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	216	100.0	13.3	47.3	25.1	14.3	56.7		
Disabled	22	100.0	45.0	50.0	5.0	0.0	10.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	238	100.0	16.1	47.5	23.3	13.0	52.5		
<b>English Proficiency</b>									
Limited English Proficient	12	100.0	36.4	36.4	27.3	0.0	27.3	I/S	I/S
Non-Limited English Proficient	226	100.0	15.1	48.1	23.1	13.7	53.8		
<b>Socio-Economic Status</b>									
Subsidized meals	129	100.0	25.8	59.2	13.3	1.7	32.5	Yes	Yes
Full-pay meals	109	100.0	4.9	34.0	35.0	26.2	75.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	78	100.0	8.3	36.1	43.1	12.5	55.6
	<b>Grade 4</b>	86	98.8	20.5	42.3	33.3	3.8	37.2
	<b>Grade 5</b>	90	100.0	27.6	43.4	23.7	5.3	28.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	69	100.0	10.4	19.4	62.7	7.5	70.1
	<b>Grade 4</b>	77	98.7	20.8	38.9	36.1	4.2	40.3
	<b>Grade 5</b>	93	100.0	24.7	47.2	28.1	N/A	28.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	78	100.0	6.9	43.1	26.4	23.6	50.0
	<b>Grade 4</b>	86	100.0	21.5	38.0	19.0	21.5	40.5
	<b>Grade 5</b>	90	100.0	19.7	44.7	25.0	10.5	35.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	69	100.0	15.2	56.1	19.7	9.1	28.8
	<b>Grade 4</b>	77	100.0	16.4	43.8	26.0	13.7	39.7
	<b>Grade 5</b>	93	100.0	19.1	43.8	22.5	14.6	37.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 530)				
First graders who attended full-day kindergarten	91.7%	N/C	100.0%	100.0%
Retention rate	1.3%	Down from 2.8%	2.5%	2.7%
Attendance rate	97.1%	Up from 96.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.5%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		2.6%	3.5%
Eligible for gifted and talented	23.2%	Up from 12.6%	19.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Down from 6.1%	8.0%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	70.6%	Up from 61.8%	53.8%	51.4%
Continuing contract teachers	88.2%	Down from 94.1%	91.0%	87.5%
Highly qualified teachers**	89.3%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	3.2%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 84.9%	89.5%	86.7%
Teacher attendance rate	95.2%	N/R	95.0%	94.9%
Average teacher salary	\$43,874	Up 1.5%	\$41,109	\$40,760
Prof. development days/teacher	10.3 days	Up from 9.3 days	11.4 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.6 to 1	19.9 to 1	18.9 to 1
Prime instructional time	91.5%	N/R	90.3%	90.0%
Dollars spent per pupil*	\$5,953	Up 13.7%	\$5,694	\$6,044
Percent of expenditures for teacher salaries*	74.6%	Down from 74.8%	65.9%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

"How were students authentically engaged in learning at Richmond Drive Elementary during the 2003-2004 school year?" The RDES school community worked hard, strategically, and differently to answer that core question. First, the school examined many measures such as PACT results, MAPS achievement scores, and individualized reading assessments to identify areas of academic need. In order to address those areas, a number of instructional strategies were implemented. Many teachers provided a targeted reading approach that focused on students' abilities, interests, and choices. Classes paired up across grade levels in the PALS (Peers Assisting with Language Standards) program so students could have authentic reasons for reading and writing. In math staff members used a new math adoption which focused more on real world problem solving. The PTO began a math enrichment program called Sunshine Math. Teachers used science kits more than ever to provide children with "hands-on" and "minds-on" experiences to investigate how the world works. Students read more nonfiction science and social studies books which were integrated into their normal language arts instruction. In addition to activities in the school, children learned much from trips to the Columbia Zoo, Discovery Place, the Charlotte Symphony, Camp KATE, the State Museum, King's Mountain, Brattonsville, the Catawba Nation, and Kennedy Center productions. Curriculum Calibration results indicated that Richmond Drive teachers were right on track in providing appropriate grade level instruction.

While believing that quality instruction played the biggest role in engaging students, Richmond Drive acknowledged that other programs also impacted student learning. The School Improvement Council sponsored a mentoring program for children. PTO provided funds for teaching Spanish lessons, for field trips, and many other instructional needs. The Challenger After-School Program gave students a safe, caring, and enriched environment. Other opportunities after school such as karate and cooking classes were made available to students. Americorps volunteers tutored students during and after school. Fifth graders in the Tiger Employment Network gained a sense of responsibility and ownership through the various jobs they held in the school. Students making good choices were recognized on the Good Morning Show and in the Core Essentials character education program sponsored by Chick-fil-A. Winthrop Athletics provided tickets to basketball and baseball games for student incentives and allowed the school to use facilities around Winthrop Lake for Field Day. Richmond Drive maintained an ongoing partnership with Catawba Family Mental Health to provide long-term counseling services on-site at the school. So many did so much to help children.

For 2004-2005, Richmond Drive will continue focusing on student engagement in learning. School-wide, teachers will implement a targeted, interest-based approach to literacy that is based on current research. A new language arts textbook series will be used. The school will apply for the Literacy Spot Award. Upper grades will transition from team teaching to self-contained classes. The gifted program will be housed at Richmond Drive rather than off-site. Third grade classes will pilot a distance learning program in Spanish and they will receive thirty minutes of foreign language instruction each day. Teachers will continue to improve integrating instruction for math, science, and social studies. In light of these ambitious goals, the school realizes that these will be accomplished only through the coordinated effort of students, parents, staff, and community members.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	45	89	44
<b>Percent satisfied with learning environment</b>	91.1%	80.7%	86.4%
<b>Percent satisfied with social and physical environment</b>	97.8%	88.8%	88.1%
<b>Percent satisfied with home-school relations</b>	97.8%	90.9%	64.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.